



**Minutes of Willingham Primary School
Full Governing Body Meeting
Wednesday 13th January 2021 at 7pm (Virtual)**

Katy Stevenson (KS) Chair
Jo Aldhouse (JA)
Sarah Ashworth (SA)
Justin Aves (JA)
Emma Fuller (EF)
Louise Johnston (LJ)
Elise Kinnear (EK)
Matt Lockyer (ML)
David Morel (DM) Headteacher
Chris Shaw (CS)
Angela Walker (AW)
Kate Van Dort (KVD)

Also in attendance: Trudie Davidson (Cmclerk)

The meeting was quorate

1.	Welcome and Apologies The Chair welcomed everyone to the meeting. Apologies were received from Sarah Morgan (SM)
2.	Declarations of Interest There were no additional declarations of interest.
3.	Minutes (previously circulated) The Minutes of the meeting of the Governing Body held on 11 th November 2020 were <u>APPROVED</u> as a correct record and will be formally signed by the Chair who will send a copy to the Clerk and the school. ACTION: Chair to complete. Actions outstanding and matters arising (not covered in the agenda): <ul style="list-style-type: none"> i. Governor evaluation - KS has circulated to all Committee Chairs. ACTION: Chairs to review and provide updated actions. ii. Aspens – safeguarding of staff – they are covered and follow the school risk assessment. Are on the Central Record as contractors. Only one member of staff in at the moment. iii. Second salary review date – have met and decided this is a bigger job than first thought and will be combined with a full contract and JD review. It is a big project but is very positive and just needs the time to do it. ACTION: SA/CS to take forward iv. Terms of Reference – Curriculum ACTION: c/f SM to send v. DBS checks – EF/JA reported that governors will need a full DBS update and guidance will be coming out. ACTION: JA <i>Q. Will DBS checking governors and all school volunteers incur costs that will affect the budget?</i> A. JA will check the fee but thought the recheck fee is less. vi. Curriculum Minutes – ACTION: c/f SM to amend the Curriculum Committee minutes as detailed in previous FGB minutes

Headteacher: David Morel. Chair of Governors: Katy Stevenson

4.

Head Teacher's Report (previously circulated)

Governors were invited to submit questions in advance. The Head and AW circulated responses prior to the meeting to allow more in depth considered answers. These and questions submitted during the meeting are summarised below.

SMT:

Q. How have you structured SMT to support the staff and school during this lockdown now we have a 'full' complement of leaders and how often will SMT meet to review the education provision

A. SMT structured as per design with PL taking overall responsibility for their teams, with particular emphasis on supporting wellbeing and reviewing provision for pupils. Team is due to meet each week, but this has been more frequent over the first week back to school.

SMT will continue to meet each week using Zoom. Expectations have been set for HT&DHT and Phase Leads to alternate monitoring of planning/Loom videos and feedback being given to children. SENDCo will monitor the individual learning packs being created for SEND children. In the weekly SMT meeting, there will be a standing item for a catch-up regarding Remote Learning provision, as the usual staff well-being feedback.

REMOTE LEARNING:

Q. How are we meeting the government expectations for home learning? (eg 3 hours KS1 and 4 hours KS2)

A. Currently, we are meeting 3 hours across KS1 and KS2. We are looking at increasing the KS2 hours to 4 hours from Monday. We are hoping to do this with time allocations for reading, Times Tables Rockstars/Numbots and also other basic number fluency practice.

Q. Does the Remote Learning policy need further updating and do we have a designated home learning lead as per the guidance? How is home learning being monitored for consistency and pupil progress?

A. Monitoring will be through SMT, with DHT/HT taking on a review of current week's provision during w/b 18th Jan and Phase Leaders taking on review during w/b 25th Jan. This will then alternate every other week to keep an ongoing overview of the provision across the school to ensure quality and consistency. Pupil progress will be reviewed as best it can through the assessment of uploaded work. This is not without huge barriers that will be discussed during the meeting and the expectations around measuring of progress must be reasonable and realistic.

Q. Are the teachers supportive of the remote learning plan, and can we ensure a consistent level of commitment in the delivery of materials?

A. Yes. However, there is some trepidation and anxiety around the expectations. The plan will be under ongoing review and adjusted as we are able to identify which parts of the provision are heavy on workload and light on impact and which are most effective/efficient. The provision is significantly different from the first lockdown and

this will take some time to become the normal and balance out.

Q. Do we have many families where IT is an issue and are we providing a good range of online and offline activities/ resources?

A. We have 22 children who need a device (some are siblings), 5 who need data and 10 who need internet. We are hoping to receive laptops by the end of the week and our own ipads should also arrive this week. A parent is testing the wifi dongle and data increase for us to check ease of use etc We would hope to get devices etc to families next week.

Where parents do not have access, teachers have emailed links to videos and several paper copies have also been delivered. EYFS videos are on the YouTube channel as EYFS parents were not previously on Teams.

SEND children are receiving individual paper packs of learning.

All our lessons are designed to enable offline independent practice of learning (both reviewing previous taught material and practising newly taught content), with supporting resources designed to be viewable on the most devices possible. Work does not need to be completed on a digital device, but in a pupil's book and then a photo uploaded. With the use of asynchronous teaching of main content, these resources can be downloaded or, generally, streamed online.

We are not currently providing offline learning as we have focussed on ensuring the Government requirement of Remote Provision is in place but we will look at offline activities in the next couple of weeks.

Q. From a parent point of view I have found the provision is very impressive and engaging. In general how are we engaging parents and also making expectations of parents easy so that they do engage?

A. Parents in general have been incredibly supportive and have lots of positive feedback which means a great deal to staff.

Communication with parents has continued to be regular and staff are providing videos etc. to support. Staff have contacted all parents of pupils who are not engaging to ascertain barriers and provide advice and support. We are hosting virtual parent/carers consultations next week, which were originally planned in for the current week – these will be used to talk about pupils' progress and attainment across the Autumn term, but to further investigate how pupils are getting on with home learning and identify the barriers for those families that are struggling somewhat.

IN-SCHOOL PROVISION:

Q. How many children have actually taken up school places and how is this being managed? How is home learning being replicated in school?

A. We have 98 children who have applied for places in school, of which 14 are vulnerable children (22 vulnerable children have been offered places so far; we are still trying to contact 2).

Pods are in year groups (EYFS pod, Yr 1/2 pod, Yr 3/4 pod and Yr 5/6 pod). Each

pod has a group of TAs, alongside the year group teachers, who are rota-ed into school for a week at a time. When a pod has more than 20 children, the year group separates into two pods in next-door classrooms and the teacher and TA move between the two pods.

We are using the same Remote Learning resources in school as the children are using at home. The children are supported in their work during the lesson, but the teaching comes from the video lesson.

Q. Has sufficient evidence from parents been provided to confirm they qualify for a place at school as a key worker or other under the new guidance so we can minimise the numbers in and maximise teacher time to prepare and deliver teaching?

A. All parents/carers that have taken up a critical worker place in school have provided photographic evidence to prove their eligibility. After Dave and the Government stated that critical worker parents/carers should keep their children at home if they can, we had a slight decrease in the number of critical worker places needed and a noticeable drop in the number of days needed. Currently, we have one teacher allocated to each year group (EYFS, Yr 1/2, Yr 3/4 & Yr 5/6) with the remainder of the year group teaching team at home planning the Remote Learning this set-up is sustainable. If we were in a position where teaching staff were ill/self-isolating and we were unable to maintain the pods as they are and provide home learning, we would need to prioritise critical workers in order to provide remote learning; the LA have given advisory prioritised criterion.

Q. If there was a staff shortage would we prefer a pod closure or reduction in remote learning?

A. General feeling among governors was pods should close first but DM pointed out pods are now more than childcare. Reality is it is the same lesson in school as at home but with a teacher and TA to support and some vulnerable children are still being encouraged to take up their place. The LA have sent out a list of prioritisations for categories of vulnerable children and key workers rather than closure which would be a last resort. LA still says pods shouldn't be mixed so again this would be a last resort and would have to involve the LA in the decision. We do still have access to substitute teachers and are very fortunate to have part time staff who may be able to increase hours etc.

STAFF:

Q. How are staff? Staff morale?

DM - Honestly, last week most teachers were overwhelmed and worked significantly more hours than they should ever be expected to. There was anxiety around returning to school for some TAs and teachers, but they are talking to us about it, which is good.

This week many teachers have gone through several waves of being overwhelmed again. The teachers who are working from home are struggling more than teachers in school. We have talked about timetabling activities during the day, as the constant emails/posts on Teams from children, parents and colleagues is a constant distraction and teachers feel guilty about not responding straight away. Teachers are expressing their feelings to SMT which is incredibly positive and as an SMT team, we have had regular contact with teachers. Jason and Megan have been feeding their contact with teachers back to HT/DHT. As an SMT, we have reviewed

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expectations several times this week and made some changes to this week and next week's workload and supported in general expectations/ways of working from home, e.g. switch off Teams post notifications and email when planning, only look at a couple of times a day; next week's weekly timetable will state which teachers are in working from home/in school.

Virtually all staff have responded well to support given but would say that generally, this week, many are only one step away from feeling overwhelmed. We are having to carefully manage communication, expectations and any changes we want to make to Remote Learning provision but hope/expect that staff will begin to feel better as we all settle into routines. But we are aware that we need to maintain communication and support as the teaching staff often struggle when working from home.

New Phase Leader (KS2) has started brilliantly. He has had a challenging start and is working from home but so far excellent.

Q. Are there any training gaps that need to be filled in order to overcome any concerns from staff?

A. Yes. The team are being provided with support via Loom videos and Zoom meetings where we identify the need.

SAFEGUARDING:

Q. Has there been any increase in safeguarding cases and is there sufficient resource and support in place to deal with them?

A. There have been a number of logged concerns over the last week.

There is one case which needs regular action and liaising with Social Services, we will continue to phone and encourage the parent to send the child into school. There have been a few cases relating to children at home which staff have picked up on via Teams posts, staff will continue to be reminded of the importance of staying alert.

We have an additional DSL as the DHT is now trained, so capacity remains good.

Nicky, our ESA is working in school and has taken over all of the vulnerable phone calls which has supported a possibly unmanageable workload for the SENCo (in light of increased expectations of Remote Learning provision). Our ESA liaises regularly with the HT/DHT about conversations and there is a tracking sheet to record notes from conversations.

RISK ASSESSMENT:

Q. There is no mention of section 44 – should there be? Do we have any staff likely to invoke this (HT report says not severely affected – was there some impact?) and what measures do we have in place for staff that do not feel safe?

A. No staff invoked Section 44. There are ongoing discussions with one member of staff regarding coming into school; we are seeking advice from EPM as advice has already been sought from the personal doctor.

Individual risk assessments have been sent out again. Currently, there are no other additional measures needed for staff in school, although for one member of staff we

are waiting on advice from their GP regarding working from home vs working in school.

We have one CEV member of staff who is working from home.

DATA & PROGRESS:

AW outlined the difficult start Reception children had in Autumn 1 which is reflected in the data. Autumn 2 was better.

Q. Year 2 phonics – excellent result but how can we ensure that this learning and progress is not lost during the next few weeks in lockdown and is consolidated?

A. Yr 1 and 2 team are currently still planning Maths, English and discrete Phonic lessons separately, meaning the children are receiving targeted, year group appropriate, teaching and learning.

The purpose, and therefore the format, of our Zoom meetings has changed. We have moved from story/activity whole class Zoom meetings to small group meetings that focus on learning. These small group meetings will enable the teacher to pick up misconceptions, reteach a key concept, check understanding etc; Maths and English will be the focus for these meetings.

We are also aiming to start 1-1 Zoom meetings next week for children who are behind / not engaging with home learning. These meetings will focus on basic skills and essential knowledge, i.e. phonics, number facts

We can continue to phone and email parents to try to support parents in ensuring the children continue with their learning, but we are not in control of their learning at home and so ensuring their progress is maintained/consolidated is difficult.

Q. Data in Years 3 and 4 is concerning (appear to have made the least progress in catching up to pre lockdown data levels) – is this a result of the provision during the previous lockdown and/ or teaching since returning and what are we doing to ensure these pupils do not fall further behind?

A. It is concerning and we continue to monitor it carefully. We do not feel it is due to lockdown provision, provision across KS2 was similar for English and Maths. Although there were more videos for Yr 5/6, these were Geography related and when you take those away, the two year groups had a similar number of videos. We know there were improvements to make from last lockdown for these cohorts, e.g. Yr 5/6 needed to ensure they had an English lesson for each day, Yr 3/4 needed to ensure all of the English set was appropriate to the children and sequenced. Expectations for provision has been raised and will be monitored weekly, with the HT/DHT alternating with the Phase Leads. Similarly, we do not believe teaching was weaker in Yr 3/4 last term, although with the advice being not to observe lessons, this is difficult to get a clear picture on.

We know that the current Year 4s are generally a weaker cohort, with a larger proportion of WTS; they did not have good foundations in Fdn and Yr 1. We were pleased with their progress in Autumn 2019 and Spring 1 2021, they were still behind, but they made significant progress in class in their understanding and independence. But with weaker foundations, they are the cohort who most need continued teaching. We debated splitting Yr 3/4 in the mornings for English and

Maths and use our catch-up money this way, but we felt strongly that with the least amount of time with the current Year 6s, we needed to ensure we did as much as we could with them before they left and so the decision was to split them for English and Maths.

In terms of the current Yr 3s: teachers have found the current Yr 2s and 3s have lost confidence and independence since lockdown. There is a large group of quiet, underconfident children in Yr 3, who needed a lot of support emotionally in the first month/half term. Also, possibly being in a mixed Yr 3/4 cohort did not help these feelings of insecurity. These children are across abilities. The second half of Yr 2 is key to consolidating phonics and applying mathematical knowledge, they missed this. We were pleased with the difference in the confidence and independence throughout Autumn 2 but they still had some way to go.

Q. How do the current data figures look against targets set and FFT targets?

A. We set targets with Anne Fisher (our school LA advisor) on the last Thursday of the Autumn term, they were based on the children's September to December progress, but also looking at their data from the previous year. They were aspirational but we felt, potentially achievable.

We sought advice from Anne on the targets; did they seem realistic? What were other schools finding? She felt ours were in line with other schools, noting that all schools were finding it incredibly difficult to set targets this year and the rate of progress is not on a normal trajectory.

In the light of the new lockdown, these targets will need reviewed, but as we cannot accurately assess children's attainment until we have them back in school, we cannot review targets until lockdown ends.

Honestly, haven't assessed our targets against FFT yet, that was a job for the first week back and it hasn't happened. Targets with Anne were set on basis of December testing and conversations with teachers at Pupil Progress Meetings.

Q. Decreasing trend in maths is worrying – do we know why this is? Is there enough consolidation and application (particularly reasoning) before moving on to new knowledge?

A. The lack of numerical fluency continues to be the biggest barrier, especially for those children who were weak but just within the year group expectations before lockdown 1, but who came back in September further behind; these are the children who teachers were most concerned about during the Autumn term, not just because of their starting point but because of not making the same amount of progress during last term.

We know that number fluency was, and continues to be an issue and as you move up the school, those gaps in knowledge have even more impact; the children fall further behind. We had hoped that the additional maths fluency session every day that we started in September would start to address this; impact of Autumn 2019's fluency teaching was not clear, but we know this continues to be a significant barrier. During lockdown we are hoping to continue to work on this with some of the children through 1-1 Zoom meetings and in KS2 through an additional number fluency activity (part of the 4th hour of Remote Learning, see answer to earlier question).

Q. Data in Year 6 continues to be poor. What are we doing to make sure that these pupils are where they need to be for secondary school? No SATs so how are we ensuring 'secondary readiness' and that we continue to support them in making progress?

A. From January, we had put in place a separation of Year 5 and Year 6 children for Maths and English lessons in order to provide single year group teaching. We did this because we know we have the least amount of time with the Year 6s. The Yr 6 team had been in contact with CVC about transition units in different subjects that were going to be used throughout the summer term with the Year 6 children. With a separation of Year 5 and 6 every morning for the rest of the year, we were going to ensure that being 'secondary ready' academically but also emotionally and personally was a priority.

Q. Linked to data – how is the catch-up money being spent now particularly in light of the current lockdown? What additional provision is in place for the targeted pupils?

A. Some of the money was to be spent on the Year 5 and 6 split, with four teachers in the year group, they are beginning to plan Year 5 and 6 maths separately from next week.

We had intended to support children who were further behind in 10/15-minute sessions at the beginning and end of the day with basic reading, writing and maths skills. We are still going to do this but it will be via Zoom and during the day.

Q. How does greater depth in reading and maths look across the school? This information is only there for writing.

A. I did not focus on GDS data, as when I looked through the year groups, we only had a handful in each year group. Most of our GDS have fallen back a little and so most are now EXS.

When talking to the teachers in the pupil progress meetings, they were, in the main, not concerned about these children. Knowing that they had previously been GDS, they had made good progress since September and with time, teachers felt these children should again, attain GDS. (It was the WTS and out of year group children that teachers had the most concern.)

Q. How are we going to ensure that children remain engaged and in particular those children with higher abilities are sufficiently stretched, so they don't become bored and disheartened?

A. The significant, key differences in provision between this lockdown and last, will help with engagement. The ability to receive feedback through Teams and more developmental feedback through the small group Zooms is aimed to try and ensure pupils remain engaged. Through the last lockdown, parents reported back that seeing their teacher had a significant impact on their child's engagement and so we have initiated the Monday morning welcome messages across the school. Early feedback from parents indicates that all 3 of these aspects of provision are having a very positive effect on the pupils. However, we are expecting this closure to last beyond half-term and, again, from the last lockdown we found that what started as 'engaging' became 'the norm' and we will need to continually review what we can do to support this. We have 1:1 Zoom meetings in the pipeline, we expect to have to consider the frequency of the small group sessions (if the amount of 'chasing up'

diminishes, this will free up capacity).

Q. Are we continuing, as best we can, to plan and deliver the goals set out around the progress in teaching and quality of education for the year or will you review expectations? Please comment on all main subjects but specifically Maths and Science.

A. As you will have seen from the original 100 day plan, English, Maths and Science, along with History and Geography, were key foci for the development. With the current lockdown taking precedent, that focus has changed in the short-term, but we will be reviewing the 100 day plan on Monday to identify where we can streamline and prioritise objectives/actions.

Q. How are we going to track the progress of pupils without marking and with limited pupil contact to ensure we can maintain the progress that has been made following the first lockdown?

A. This is really very difficult. The staff are reviewing work that has been 'turned in' through Teams, but it is impossible to know how much or little support a pupil has received from their parent in completing the work. Staff expectations around feedback are as they are in school – that work is read and the pupil receives acknowledgement that this has happened (this will be more like a 'well done for your work today and thank you for turning it in' comment than the simple tick that they would get in school. However, in the absence of the immediate feedback that we are able to provide in the classroom, teachers may also include a short 'chivvy along/reminder' comment such as 'don't forget your full stops and capital letters tomorrow' for eg. More detailed feedback and 'teaching' will take place in the small group

Zoom meetings, this is where we hope teachers will be able to deal with misconceptions picked up from pupils work and have a better idea of how well the pupils have understood the lessons. It must be recognised that this session will not be long enough though to review all the learning of all the pupils in the group.

Q. I understand about the RAP priorities but do we have a timeline of when this will be updated and shared?

A. Had planned to do this today as had hoped things would have begun to settle in school but it was not possible. DHT/HT to meet on Monday afternoon of next week to begin to look at RAP and term's workplan to begin to assess RAP priorities and plan possible actions for this term.

HONEYPOT:

KVD reported that they are open to all and staff, including the new member of the team, have been incredible. There have been 3 staff (inc Deputy) away this week but have had some staffing support from the school. There are 32 children accessing the provision with an average of 20 per session. The children have been great and settled well. Some new starters have deferred and are monitoring the situation.

Those that are not in have been sent "50 Things To Do Before You are 5" and will hopefully have a Zoom parent's meeting.

The LA are honouring all funding at the moment.

	<p><i>Q. Do parents pay a retainer?</i></p> <p>A. No although if the provision is open and they choose not to send their child we could charge but prefer not to to maintain goodwill and numbers.</p> <p>DM noted that if cases continue to rise it is highly likely that at some point they would have to close due to staff shortages but to be assured it would not be their fault but just to be aware it might happen.</p> <p>The Chair passed on the board's huge thanks for all their hard work.</p>
5.	<p>Committee Updates</p> <ul style="list-style-type: none"> i. Personnel – SA noted the committee have not met ii. Curriculum – Have not met, waiting for dates to tie in. ACTION: DM/JA to provide key dates for committee chairs to organise meetings to tie in and Committee Chairs to set meeting dates for the remainder of the year and notify KS. iii. Finance & Premises – LK noted they met in December and will meeting again in February. A lot has been done on the premises action list. There was one health and safety incident reported last term. They reviewed the Trust Deed for Honeypot but it is an unsigned older version. <p><i>Q. Is there anything on the action list that can be postponed if the budget is tight?</i></p> <p>JA – A lot of this work comes from a devolved budget and can't be used for teaching and learning</p>
6.	<p>Budget update</p> <p>The board discussed the proposed change in school structure to 13 classes for next year. There will less carry-forward than anticipated due to reduced income from the COVID closure of the Breakfast and Out of School Club.</p> <p>JA noted the projected carry-forward was now £12k rather than the original £40-50k although thought she may have been over cautious. There will be more savings, furlough money and numbers (and therefore funding) have gone up. Increasing to 13 classes would be ok for the first year but would need careful monitoring after that. School Funding figures for 21/22 are expected hopefully next week.</p> <p><i>Q. What wider impact will 13 classes have on the curriculum, especially the art provision?</i></p> <p>DM – Agree this is a consideration as it is the schools USP and another classroom will be needed. Have had a quote of £2k for a partition wall but this is not ideal due to access to other sections. The knock on effects are great and this is a big decision.</p> <p><i>Q. There is a need to focus on the long term vision of the school.</i></p> <p>DM – Yes Sarah's art curriculum is really good and remains brilliant regardless of</p>

	<p>who is teaching it but the last year has had an effect.</p> <p><i>Q. Have we heard about the S1-11 funding?</i></p> <p>DM – No but will keep pushing</p> <p>ACTION: Governors agreed that once the School Budget figures have been received the proposal should be put to the Finance Committee who would discuss and if agreed put forward a recommendation to the FGB. KS would then call a brief Extra-ordinary FGB to ratify if required.</p>
7.	<p>Policies</p> <p>Safeguarding Policy Appendix – This had been previously circulated.</p> <p>KS noted she had had a thorough safeguarding review on Monday and was very happy. There were only 2-3 things to do including a boundary check. She noted the caveat in recent guidance that “any policies signed off are right for the time”. SA noted that some personnel policies may need to be reviewed with this in mind.</p> <p>Governors <u>AGREED</u> to ratify the Appendix.</p> <p>ACTION: SA/JA to look at policy schedule</p>
8.	<p>Governing Body Business</p> <p>i. New governors – The Chair had previously circulated applications from three parents for governors to review. There is one parent and three co-opted vacancies. All were of a good standard and would make a positive contribution.</p> <p>The Clerk advised that as there was only one parent vacancy the applications should go out to parents to vote on which of the three they wished to have as their representative. KS noted she thought this was unnecessary at the present time but would check.</p> <p><i>Q. Could we co-opt these three and then have a parent election at a later date?</i></p> <p>Clerk – yes theoretically that was possible but you would also have to ensure you were not too ‘top-heavy’ with the number of parents.</p> <p>One governor noted none of the three specifically have HR experience which is required so if we co-opted these we could run the risk of not get an HR person in a parent election.</p> <p>DM agreed a parent election would be doable at the moment and a good way to engage parents. ACTION: DM/KS to check guidance and liaise re parent election. SA/CS to put feelers out for potential HR people to approach.</p> <p>ii. Governor terms - KA noted JA's term expired last month. However in line with recent guidance it would be possible to extend this to cover the current</p>

	<p>situation if JA was in agreement. JA agreed. ACTION: Clerk to extend term for 3 months in first instance.</p> <p>KVD's term expires next month. As a co-opted governor this can be extended fully for another term. Governors and KVD agreed. ACTION: Clerk to extend for a further term.</p> <p>iii. Safeguarding Training – KS reminded governors this was taking place on 20th January and it was very important to attend. ACTION: DM to check Zoom details</p> <p>CS thanked governors for sending their training information and to please keep him updated of any further training undertaken.</p> <p>KS reiterated how important it was for governors to keep up to date and to attend training were necessary and possible. As governor visits were not possible link governors should use zoom for interactions as it was important to remain proactive.</p>
9.	<p>Date of Next Meeting 10th March 2021 at 7.00pm (virtual)</p>
10.	<p>Review of Outcomes from Meeting/ Key Messages/ Close Governors thanked DM again and asked that he pass on their thanks to all staff for their amazing work and for adapting in this ever changing situation. DM acknowledged this and thanked governors. Meeting closed: 21:10</p>

Signed: 

Date: 12.05.21